OCETI SAKOWIN ESSENTIAL UNDERSTANDINGS



Instructional Resources



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Introduction - 1/25/2021

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OSEU 2: Identity & Resiliency - 3/1/2021

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OSEU 3: Culture & Language - 3/15/2021

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Oceti Sakovvin Essential Understandings (OSEU)

In 2008, the Oceti Sakowin core concepts were developed by a team of educators and experts in culture, history, oral traditions, and language that collaborated with the South Dakota Department of Education. The team had identified the core concepts that focused on the essential to understanding and teachings of the Oceti Sakowin history and culture. Upon completion of this phase of development in August 2010, another team began to develop the essential understandings. The work was designed to provide compatibility to the South Dakota social studies standards. The essential understandings captured the core concepts that were identified at the beginning of the project. Indicators, standards, and activities were written to provide a framework for additional work and various forms of implementation. Culturally appropriate work created by other sources was identified to support suggested activities. The Oceti Sakowin Essential Understandings and Standards are used in schools across South Dakota. They provide a foundation for teaching about the history and culture of the Oceti Sakowin (Seven Council Fires).

Timeline

DEVELOPMENT OF OSEU



2007



Indian Education Act mandated the development of course content for curriculum and coursework in South Dakota American Indian history and culture.

2008



The Indian Land Tenure Foundation awarded a grant to the South Dakota Office of Indian Education to begin the Oceti Sakowin Project and the development of the Oceti Sakowin Essential Understandings.

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The Oceti Sakowin Project was complete and the essential understandings were approved by the South Dakota Board of Education.

2018



The Essential Understandings and Standards were included in the State's standards and revision cycle that are adopted by the State Board of Education Standards.

Introduction Resources

CLICK ON THE NAME OF THE RESOURCE YOU WISH TO UTILIZE



Oceti Sakowin Essential Understandings

South Dakota Department of Education (DOE)



WoLakota Project Elder Interviews

South Dakota Technology & Innovation in Education (TIE)



Native American Studies

South Dakota Public Broadcasting (SDPB)



Smithsonian National Museum of the American Indian



SEVEN COUNCIL FIRES:

- Mdewakanton Dwellers by the Sacred Lake
- Wahpekute Shooters Among the Leaves
- Sisitonwan/Sisseton People of the Marsh
- Wahpetonwan Dwellers Among the Leaves
- Ihanktown/Lower Yanktonai People of the End
- Ihanktowana/Upper Yanktoni People of the Little End
- Tetonwan People on the Plains

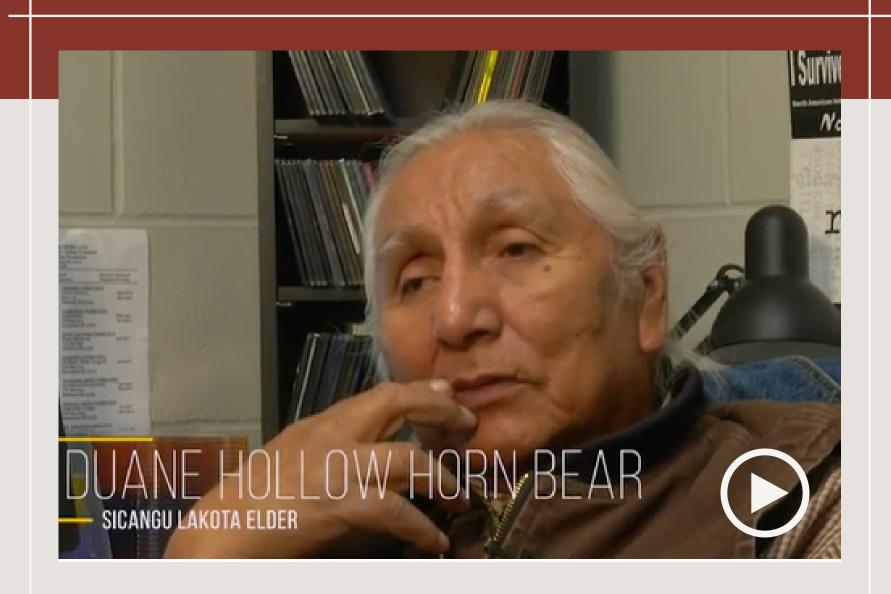
THE SEVEN BANDS OF THE TETONWAN, OR TETON GROUP

- Hunkpapa Camps at the Horn (Standing Rock & Wood Mountain, Canada)
- Sicangu/Brule' Burnt Thigh (Rosebud & Lower Brule)
- Itazipo/Sans Arc Without Bows (Cheyenne River)
- Sihasapa Blackfeet (Cheyenne River & Standing Rock)
- Oglala Scatters His Own (Pine Ridge)
- Oohenumpa Two Kettles (Cheyenne River)
- Mniconjou Planters by the River (Cheyenne River)

What is Your Chapter Going to Say?

ELDER DUANE HOLLOW HORN BEAR

- Do I have any "origin" stories that are important to me? Why are they important? How do they impact my life or identity?
- Do I tend to act and then think, or think and then act?
- Are there any important lessons I've learned from parents, grandparents or other mentors? What are some of those lessons?
- What sort of "chapter" am I writing in the story of my life?
- How am I doing in taking care of the important things... physically, emotionally, mentally and spiritually? Are there important things I'm not tending to in one or more of these areas?



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Title VI Indian Education Office's Oceti Sakowin Essential Understandings Team

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The WoLakota Project is a collaborative effort of the SD Department of Education (DOE) and Technology & Innovation in Education (TIE)

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